DOCUMENT RESUME

ED 183 298 RC 011 574

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TITLE Outdoor Education in Texas.
INSTITUTION Riverside Press, Inc., Dallas, Tex.
PUB DATE 75
NOTE 16p.: Not available in paper copy due to small print size

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Activities: Camping: Clubs: Cocurricular Activities: Community Involvement: Conservation Education: *Course Descriptions: *Curriculum Development: Environmental Education: Experiential Learning: *Field Experience Programs: Field Instruction: Interdisciplinary Approach: *Outdoor Education: Parent Participation: Recreational Activities: Recreational Programs: Resource Materials: Safety Education: *Secondary Education: Student Organizations
IDENTIFIERS *American Outdoor Education Project: *Texas

ABSTRACT

In Dallas in 1970, high school outdoor education began as a cocurricular woods and waters boys' club sponsored by a community sportsman. Within one year, it grew into a fully accredited, coeducational, academic course with a curriculum devoted to the study of wildlife in Texas, ecology, conservation, hunting, firearm safety, fishing, boating and water safety, camping, hiking, archery, and cycling. By 1974 the ability of this program to foster lifelong interests in the outdoors and to teach responsible environmental behavior and attitudes led sportsmen's clubs, companies in the outdoor industry, and the Safari Club International Conservation Fund to form The American Outdoor Education Project. The Project's goal is to promote outdoor education classes and clubs in all public and private schools, colleges and universities nationwide. The report describes the Project's progress: outdoor education programs proposed in 50 Texas schools, establishment of a Colorado pilot program in Fort Collins, and numerous nationwide workshops and presentations. The report also provides guidelines for establishing an outdoor education course including teacher qualifications, fields of study, goals and objectives, activities and skills, a tentative curriculum guide, and names of resource organizations and individuals. A section on how to establish a complementary woods and waters club provides information on leadership, program content, officers, meetings, conduct, and financing. (NEC)

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OUTDOOR EDUCATION

in TEXAS

RC011574

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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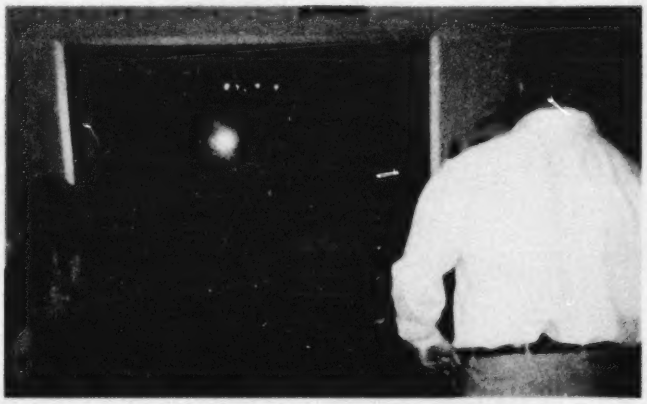
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OUTDOOR EDUCATION
A NEW AND EXCITING FIELD OF EDUCATION

by

RAY H. MYERS

In the Spring of 1970, a group of boys approached me with the idea of an outdoor club. Each boy had a basic need and desire to compete with nature. Each boy wanted to be allowed to participate in activities which could be enjoyed and rewarding in the outdoors. Thus, they wanted to form a club which would provide for planned outings as part of their school activities and they needed a sponsor. As their choice, I told them that I would need to consider the project. A high school club seemed to be an ideal project but the responsibility was a major drawback. In a classroom or gym situation twenty-five boys are not difficult to control but on a lake or in the field presented an entirely different situation. On the other hand there were many things that would be very beneficial to the youngsters within the club. A club of this type could be instrumental in developing a lifetime interest in the outdoors for some of the boys. For some individuals this type of activity could involve both the student and his father. This could aid in closing the much talked about generation gap. The club might serve to mature the boy to an educated individual with a newly acquired understanding and compassion for the outdoors. Considering that the good aspects of the high school club activity overshadowed the bad, I agreed to be the sponsor of what is now the four-year-old Sunset Woods and Waters Club. The club has been very successful during its existence. Due to the great amount of enthusiasm that the students have for the outdoor activities, it has been no problem in getting the members to work for their hunting, fishing, and camping outings. Some of the accomplishments of the club are that they have worked and earned money for their club equipment. They have traveled to hunt and fish in most of the lakes in North and East Texas. Last Spring they earned enough money to charter a bus and carry twenty-five people to Manitoba, Canada, on one of the greatest fishing trips of their lives. They have been successful in helping other outdoor clubs in the Dallas area get started and the greatest accomplishment is that the club caused enough enthusiasm at Sunset High School that there was a need for a greater study in the outdoors. A fully accredited Outdoor Education class that the student could take toward his graduation was the goal that the club and sponsor wanted to achieve.



In the Fall of 1971, a group of sportsmen took steps to implement Outdoor Education into the curriculum at Sunset. We sought the advice of other organizations and educators interested in the project. Upon the suggestion of Dr. W. T. White, Past Superintendent of the Dallas Independent School District, and the aid of Mr. A. W. Cullum, Past President of the Sportsman's Clubs of Texas, we approached Dr. J. W. Edger, Head of the Texas Education Agency in Austin. The results of our meeting with the Agency were favorable, and we returned with approving words to submit to the Dallas School Board. On October 27, 1971, the course along with a tentative curriculum guide was presented to the Dallas School Board, and was approved as an elective accredited course. After approval, Mr. Harold Filgo, Principal at Sunset High School, proceeded to make arrangements to implement a pilot program. I became the instructor of the course, and we are now in our third year of study.

Outdoor Education is co-educational and has a present enrollment of approximately one hundred and twenty-five students in four classes for the Fall and Spring semesters. Twenty-eight percent of that total is girls. The students' interest was so great we had to close the classes to many students due to lack of facilities. One must realize that city life leaves much to be desired, and since it would be impractical to try to expose each and every student to the outdoors, we must try to bring much of this subject to him in the classroom.

Studies in Outdoor Education begin with the regions of Texas, covering all fish and wildlife in each region. This unit is followed by units of study in hunting and gun safety and all Laws governing these areas of sport. Conservation, game management, and archery are also covered within the Fall semester which lasts eighteen weeks. Our gun safety course is one of our most important subjects. The National Rifle Association working with the Texas Parks and Wildlife Department have compiled a packet on firearm instructions and have made these available for use in the schools and to individual sportsmen applying and passing a test from the Parks and Wildlife. If the young people are instructed on the proper and safe manner in which to handle firearms, we will have taken a major step in reducing firearm accidents.

One of the most interesting units of the course is the boating and water safety unit. These activities are especially popular among the high school students. The youngsters love to go skiing, boating, and fishing during the Summer months, but there is a growing rate of accidents and fatalities from these water sports each year. I believe that these accidents could be greatly reduced if the victims had been instructed properly. The United States Coast Guard Auxiliaries handbook, *Boating Safety and Seamanship* is used for our boating and water safety unit. Their handbook comes with an instructor's guide and test. It is an excellent source and gives vital information on boating safety, handling, aand recreational activities. These books can be acquired for a reasonable fee from the United States Coast Guard Auxiliary in your area.

The study of the environment is a basic within the course. Our natural resources are in present danger of becoming exhausted or extinct. The young people are concerned with the condition of the environment, but in order to challenge these problems, they must be educated. Thus, the key is education in the home, in the community, and in the schools. A unit within my classes is dedicated to the study of the environment and conservation. In a class discussion it was decided that stricter laws concerning our wildlife are needed. Some other points that students said they were concerned with were the need to enact laws and set restrictions regulating land and water use. Farmers and ranchers need to be encouraged to set aside land as a natural habitats where wildlife can feed and reproduce. They were also concerned with the effect that poachers and certain types of pollution have on wildlife. Discussions were made about some conservationists who are of the opinion that hunters are men who shoot wildlife with no concern about the animals and will eventually cause many game animals to become extinct. It was explained that the hunters and the fishermen have long been the greatest of our conservationists. Most are educated men who have fought for legislation to preserve wildlife so it will thrive in abundance. Since students of Outdoor Education will be tomorrow's sportsmen, we need to educate them so they will respect and preserve our natural resources. With this in mind we must realize the importance of the Outdoor Education course in the public schools throughout the United States.

Many have pledged their support to the outdoor education program. The list is numerous, but among those who are most interested are the sportsmen. Many sportsmen's clubs such as the Safari Club International, Dallas, Woods & Waters Club, and Sportsman's Clubs of Texas have pledged their support, also companies of the outdoor industry have pledged their support to the program, most notably the Garcia Corporation. The Garcia Corporation and the Safari Club International Conservation Fund united in March 1974 to form The American Outdoor Education Project. Their purpose is to promote Outdoor Eduation classes and clubs into all public and private schools, colleges and universities nation wide. To date we have attained great success. It is estimated that some fifty schools in Texas have and will implement the course as clubs within the next year. In Ft. Collins, Colorado we are grooming a pilot program in Outdoor Education to serve as a model program for the state of Colorado. Mr. Al Huck, Research Assistant at Colorado State University and who serves in a similar position is developing the program. They have six schools in the Ft. Collins Public School System that will implement programs similar to the Sunset Program this fall. It is our hope that the Denver Public School System and other large school systems in metropolitan cities will take notice and develop Outdoor Education programs.

The Outdoor Education Project recognized new programs coming on the scene in all parts of the United States.During the 1974 Convention of the American Association of Health, Physical Education and Recreation, New Mexico, Arizona, Utah, and California have individuals who are developing Outdoor Education programs. In Huntington Beach, California a teacher at Huntington Beach High School, Mr. Gordon Moore, has developed a fishing club. Like so many clubs of this nature the response he received was overwhelming. He has enthusiastically expanded his efforts and has developed the National Student Sportsman's Association. This organization is growing rapidly and will no doubt complement the Outdoor Education Program in the West.

On the National level, Dr. Julian Smith, Director of Outdoor Education at Michigan State University, has given Outdoor Education a great surge by setting up Outdoor Education workshops throughout the United States. These workshops are directed to educators and are held in points of the country where enthusiasm is high about this type of program. Sportsmen everywhere can be grateful that we have these farsighted and progressive men who realize that education is the key to our preserving the natural resources that give the people in our country many hours Of relaxing fun and recreation in the outdoors.

For years the athlete, musician, and dramatic have dominated school activities. He has been able to excel and has received much recognition for his achievements. However, the outdoorsman has been dormant never having the opportunity to excel or receive any recognition in the school. I have observed the students who participate in the Outdoor Education course and club have gained healthy attitudes; their grades have improved, and due to the strict rules of the club, standards have risen. These activities provide weekends of enjoyment that they can look forward to. This has given them something better than crime, drugs, and empty weekends. The training he received is carried over for a lifetime. He developes into a self-disciplined, educated adult having a new awareness of the outdoors.

Combined, the Outdoor Education course and club provide a well rounded school curriculum. More students could participate in numerous activities. No doubt this program could play an important role in solving many of the problems we as sportsmen face today.

Outdoor Education is serious business. It is an essential part of our education today. It is a maturing of our educational program and is a natural need for our youth. As mentioned, the goal of the American Outdoor Education Project is to implement this type of education into every school possible. For the past two years the Safari Club International and the Garcia Corporation have sent me to schools in Texas, Colorado, Oklahoma, Utah, California and New Mexico to promote the implementation of State Accredited Outdoor Education classes and school Outdoor Clubs. An evaluation of these trips could be summarized by saying there has been no negative response on any visitation and all present were enthusiastic. Our success can best be measured in the days ahead. We know what we have done in Dallas, we have grown in the past year in Outdoor Education programs from one program to ten programs. Student envolvement in Dallas County has risen from 100 in 1973 to over 1000 in 1974. We have no doubt that this same success can be achieved in every state. In the back of this brochure is a list of resource personnel and organizations that may be called upon to give assistance and advice to individuals or institutions interested in implementing Outdoor Education programs. Please do not hesitate to use these resources to your benefit in Outdoor Education. If you would like personal assistance or additional literature please contact me at the address listed below. Remember, when discussing Outdoor Education in any respect, do not forget to mention that the licensed hunter and fisherman is, without a doubt, the most important tool of Wildlife Conservation and sound Wildlife Management.

Ray H. Myers
Outdoor Education Project
Sunset High School
Dallas, Texas 75208

Dr. Julian Smith, Professor of Outdoor Education, Michigan State University and Ray Myers.

PART I OUTDOOR EDUCATION AS PART OF THE SCHOOL CURRICULUM

Educational Aspects of the Outdoor Class

It seems that any field of education is easier to learn when it is popular. Our youth today are interested in their environment. The ecology movement is in full swing with our youth. The fact that our country faces many problems with the depletion of our natural resources and the problem of air and water pollution seems to be causing an ecology revolution. Our youth are very sensitive about wildlife, rivers and our beautiful forests. The thought of losing these natural resources has stimulated work in government, industry, outdoor and environmental clubs and education.

With this in mind it seems only natural that a class of Outdoor Education should be added to the school curriculum.

FIELDS OF STUDY

1. Ecology—The study of the environment.
2. Conservation—The preservation of our natural resources.
3. Boating—The safety rules and state and federal laws to attain fun and safety.
4. Hunting—Study of Wildlife—Both Game and Non-Game species. Also a study of state and federal laws concerning wildlife.
5. Firearm Safety—Firearm accidents occur because of carelessness and ignorance of the equipment. The National Rifle Association and Local State Game and Fish Commissions have set up some fine educational courses in this field. They would be very beneficial to the class.
6. Fishing—Fishing is the most participated sport by man in America today. This lifetime activity is relaxing and very educational. Many related fields would serve as steps to good fishing and a good education. Some are:
   a. Water Safety
   b. Marine Life
   c. Geology
   d. Weather
7. Other related fields to be studied in Outdoor Education.
   a. Camping
   b. Hiking
   c. Archery
   d. Cycling

Educational Resources are unlimited. Both the Federal and State governments have ample educational supplies for the asking. The Outdoor Industry has done a tremendous job in environmental study and has produced many aids and supplies for the general public and educational purposes. Some means of educational usage for schools are mentioned in the study guide.

America faces many problems today. The first step in solving a number of these problems is with our youth. Crime, drugs and a general apathy has been associated with the younger set. No doubt they are going to have more time to perform these activities (four day week) in the future. Outdoor Education is a natural tool in solving these problems. It is appealing to youth, it takes up their time and it gives them some clean, relaxing fun that they may enjoy for a life-time.

There is no doubt that every school in the United States would have a teacher who would be interested in this field. If your school has an instructor who has a general knowledge of these fields of study and who is enthusiastic and enjoys fishing, hunting, camping, etc. I feel he would enjoy teaching in this new field of education.

TEACHER QUALIFICATIONS

1. Almost any field of education (with degree) would be acceptable as long as the teacher had a basic knowledge of the course. Some of the more appropriate educational fields would be:
   a. Biology or Geology
   b. Physical Education
   c. Agriculture
   d. Physical Science
2. Enthusiasm — The Outdoor Education Instructor should be loaded with this quality. I think when a subject is new, no matter how glamorized it seems, the enthusiasm of the instructor makes or breaks the course.
3. The instructor must be willing to devote school time as well as extra time to his program. If your school plans an outdoor club you will find that much of your leisure time will be your club's leisure time.
4. The instructor must be a forceful leader and maintain discipline at all times. Imagine the responsibility on a teacher as he takes twenty-five students into the field for firearm instruction. Need more be said about leadership and discipline?
5. Must be a fair sportsman at all times.

You must set an example of true and lawful sportsmanship at all times. If you are not fair and do not obey the law, how can you expect your students to? Lack of this quality will destroy your program.

It must be said that if you do become an Outdoor Education instructor, be ready to know your students and greet the public. This field of education will bring you closer to the students in your school than any other subject. You will know more parents and will become acquainted with the community. All phases of the Outdoor Industry and Outdoor Public relations, newspapers, magazines, and top men in the outdoor field will be interested in your program. Other schools in your area will be interested and you should take your program to them. If handled properly you will have a program that will strengthen yourself, your school and, most of all, your students.

State Credit for Outdoor Education and recommended areas of educational background and/or certification for Teachers or college students who desire to become Outdoor Education Teachers.

I. At the present time the Texas Education Agency requires an individual school to follow this procedure when applying for an accredited Outdoor Education course of study:

A. A teacher with a Physical Education or Recreation major or minor may teach an accredited Outdoor Education course (students gaining one-half credit per semester, or applying credit per quarter, if the respective school applies through written application to the Texas Education Agency). The T.E.A. upon receiving the application will suggest that the school implement a trial, non-credit, course for one year and measure responses to the program. If the course is successful, T.E.A. will accredit the following semesters, and/or quarters, throughout the successful duration of the course of study.

B. Non-majors wanting to teach Outdoor Education courses—open and being considered for clarification by T.E.A. at present time. An application for an instructional course may be submitted to the T.E.A. for review by individual school districts.

C. Note: A reminder that all public schools in Texas will soon go on the quarter system. You should review the possibility of The Outdoor Education course of study in this respect. T.E.A. should be consulted.
In areas concerning state credit for Outdoor Education, please contact: Ewell Sessom, Texas Education Agency, Curriculum Development, Health, Physical Education and Recreation, 201 East Eleventh Street, Austin, Texas 78701, phone: 1-512-475-2608.

II. Suggested plan for college student or public school Teacher desiring to teach a course in Outdoor Education is as follows:

A. Inherent qualifications. (See Page 3 — Outdoor Education brochure.)

B. Any courses pertaining to or similar to the Outdoor Education field in the Physical Education Course of study; examples:

(1) Recreation (general)
(2) Camping
(3) Casting & Angling
(4) Archery
(5) Canoeing
(6) First Aid
(7) Health & Safety Education

C. Related Major fields of study; examples:

(1) Career Education & Vocational Education—Industrial Education. The Outdoor Industry is one of the largest industries in the U.S.A. Thus many teachers in the above fields of study are interested in Outdoor Education.
(2) Agriculture
(3) Biology & Geology
(4) Physical Science
(5) Conservation Education or any Ecology study; examples:
  (a) natural resources
  (b) wildlife management
  (c) soil conservation
  (d) marine biology, etc.

D. Should participate in a State or National Outdoor Education Workshop. These workshops are scheduled on the National level by the Outdoor Education Project, headed by Dr. Julian Smith, Outdoor Education, Michigan State University. A newsletter by the Outdoor Education Project called, "As We See It", outlines workshops in participating states on a nationwide basis. Write Dr. Smith for information.

Information concerning State workshops may be obtained by writing Ray Myers at the address given on the brochure or Ewell Sessom at the Texas Education Agency.

E. An instructor should become a Texas Parks & Wildlife Hunter Safety instructor. You should pick up an application from your local Game Warden's office or write Mr. T. D. Carroll, State Hunter Safety Coordinator, at the address given on the resource page of the brochure. A test will be sent to you promptly; you should fill it out and turn it in at your local Game Warden's office. Additional information will be sent to you from Mr. Carroll's office.

F. An instructor should take the Texas Skippers' course as issued by the Texas Parks & Wildlife office. Contact the Water Safety Education, Texas Parks & Wildlife Department (address given on resource page).
Become a certified Casting Instructor—through A/C/A.

G. The instructor should have had a course in First Aid in college or course given by American Red Cross. If the instructor has not had such a course, he should take it promptly. We must stress the importance of First Aid and Safety in the Outdoor Education Program.

H. If it is possible, the instructor should take a course in survival skills. If that is not possible, he should become aware of the study of survival and instruct himself to a reasonable degree. This is of great importance, simply because it could mean the difference between life and death for you or a student you have taught.

I. An instructor should have a good knowledge of the environment, land, water, recreation facilities, ecologically strong and weak factors in his area and state.

J. An instructor should become aware of the following organizations:

(1) The National Outdoor Education Project, Director—Ray H. Myers, Sponsored by the Safari Club International and the Garcia Corp.
(2) The Outdoor Education Project, Director—Julian Smith, Michigan State University,
(3) The National Rifle Association,
(4) The National Shooting Sports Foundation,
(5) The National Wildlife Federation,
(6) The American Casting Association,
(7) The United States Department of the Interior,
(8) The Environment Protection Agency,
(9) The Boy Scouts of America,
(10) The United States Department of Agriculture,
(11) The Safari Club International Conservation Fund,
(12) all local Outdoor clubs, business and industry in your area.

These organizations and many more will prove to be very helpful to you in obtaining information vital to your program. We must keep up-to-date knowledge of the issues confronting us as sportsmen and become affiliated with those who seek meaningful educational steps for us to follow.

On the other hand, the instructor must be very careful of becoming affiliated with those organizations who seek to deprive the hunter of his natural rights.There are many organizations who front themselves with ecological names and sentimental disguises as being friends to all beasts. These organizations should be reviewed carefully before your school or club becomes affiliated with them.

Outdoor Education Resources

The Safari Club International Conservation Fund
Doug Miller, Chairman
American Outdoor Education Project
5705 Dunbarton
Englewood, Colorado 80110

Mike O'Donnell
The Garcia Corporation
Manager, Consumer Relations
110 Charlotte Place
Englewood Cliffs, New Jersey 07632

Ray H. Myers
American Outdoor Education Project
100 Melody Ln.
Forney, Texas 75126

Hal S. Robinson

Safari Club International
Dallas, Chapter
2010 Adolphus Tower
Dallas, Texas

Dr. Julian Smith
AAHPER Outdoor Education Project
Michigan State University
East Lansing, Michigan

H. Wayne Sheets, Training Dept.
National Rifle Assoc. of America
1600 Rhode Island Ave.
Washington D.C. 20036
783-6505

Robert N. Goss, Jr. Director of Training
Daisy & Hedden
Rogers, Ark. 72756
(501) 636-1200

T. D. Carroll, Hunter Safety Coordinator
State of Tx., Texas Parks & Wildlife Dept.
John H. Reagan Bldg.
Austin, Tx. 78701
(512) 475-3014

Eugene Decker
Prof. Wildlife Biology
Colorado State University
Ft. Collins, Colo.

Bob Schellstede
Explorer, Executive
Boy Scouts America
1922 Anson Rd.
Dallas, Texas 75235

Remington Arms Co. Inc.
Meadows Bldg.
Dallas, Tx.
(214) 368-6059

Tentative Curriculum Guide

OUTDOOR EDUCATION IN TEXAS
(Pioneer course taught at Sunset High School)

BROAD BASED GOALS

1. The student will develop a lifetime interest in outdoor life.
2. The student will learn the value of preserving our national resources.
3. The student will learn to make use of leisure time.
4. The student will develop a positive attitude toward the importance of good health.
5. The student will learn the value that society places on ethical character.
6. The student will learn to place high value on inherent or acquired citizenship.
7. The student will learn to be considerate in his relationship with others in both his vocational and avocational activities.

Tentative OBJECTIVES:

1. To learn the elements of democratic living through group living, planning and sharing.
2. To provide direct experiences in the natural and biological sciences.
3. To learn the importance of and appreciation for natural resources through realistic projects.
4. To provide the opportunity for meaningful work experience.
5. To teach the skills involved in outdoor recreation, such as: fishing, camping, boating, hunting, and hiking.
6. To teach personal health and safety.
7. To provide the opportunity for students to assume responsibilities and develop self-reliance.
8. To provide the opportunity for enjoyable fun experiences in the out-of-doors.
9. To teach survival in the out-of-doors.

Tentative ACTIVITIES OR MANIPULATIVE SKILLS:

1. Map reading skill, use of compass
2. Camp and survival skills
3. Outdoor living techniques
4. Outdoor cooking
5. Casting and angling
6. Shooting and hunting
7. Boating and small craft
8. Water activities, skiing, skin and scuba diving
9. Archery
10. Winter sports
11. Hiking and bicycling
12. Hosteling
13. Lapidary activities
14. Outdoor photography

HIGH SCHOOL
OUTDOOR EDUCATION IN TEXAS!

First Six Weeks

(1) Introduce students to the terminology of the course through a general study of the outdoors.
   (a) Exp.—Define game animals and fish.
   (b) Exp.—Define non-game animals and fish.
   (c) Exp.—Define game birds and non-game birds.
   (d) Game management and cropping.
   (e) Conservation of natural resources.
   (f) Water and air pollution as they affect wildlife.
   (g) Habitat. (these are only examples; other definitions will be introduced.)
   (h) Biotic factors concerning Wildlife & Fish.

(2) Provide a brief overall statement about the wildlife of Texas. This informatioon may be taken from the Texas Parks & Wildlife publications of *The Mammals of Texas and The Game Birds and Water Fowl of Texas.*

(3) Reduce instruction to regional studies.

First Regional Study—Piney Woods Region

   (a) Location and basic geography of the region.
   (b) Study of major game and non-game specie of mammals within the region.

(c) Study of major game and non-game specie of birds of the region.
(d) Study of major game and non-game specie of fish of the region.
(e) Study of major lakes and reservoirs of the Piney Woods.
(f) Study of rivers and streams of the region.
(g) Study of the parks (national and state) of the region.

Second Regional Study: Possum Kingdom and Hill Country regions. (same sub-headings as above)

Third Regional Study: Trans-Pecos, Brush Country and Panhandle Plains

(a) Location and basic geography of the region.
(b) Study of major game and non-game specie of mammals within the region.
(c) Study of major game and non-game specie of birds of the region.
(d) Study of major game and non-game specie of fish of the region.
(e) Study of major lakes and reservoirs of the Panhandle Plains.
(f) Study of rivers and streams of the region.
(g) Study of the parks (national and state) of the region.

Fourth Regional Study: Central Oak Prairie and Coastal Plains.

(a) Location and basic geography of the region.
(b) Study of major game and non-game specie of mammals within the region.
(c) Study of major game and non-game specie of birds of the region.
(d) Study of major game and non-game specie of fish of the region.
(e) Study of major lakes and reservoirs of the Coastal Plains.
(f) Study of rivers and streams of the region.
(g) Study of the parks (national and state) of the region.

SECOND SIX WEEKS

During this six weeks, the students will be given an intensive course in the Texas Hunter Safety Program and the beginning Archery Program.

1. Air Rifles will be used to simulate sporting firearms.

(A) Goals of the program.

(1) To encourage safe gun handling and reduce hunting accidents.
(2) To teach hunter safety in the field and hunter responsibility.
(3) To inform young hunters of basic game needs and basic game laws.
(4) To promote good sportsmanship and a better relationship between hunters, landowners and the Texas Parks and Wildlife Department.

(B) Basic outline of the Hunder Safety Program.

(1) Knowledge of Guns and Ammunition.
(a) Types of guns
(b) Gun sights.
(c) Cleaning and care.
(d) Types of ammunition.

(2) Proper gun handling.
(a) Primary rules.
(b) In the field.
(c) In transit.
(d) In the home.

(3) Safe hunting methods.
(a) Zone of fire.
(b) Target identification.
(c) Self-control.
(d) Accuracy.

(4) The rifle (Daisy air rifles used in live firing).
(a) Parts.
(b) Aiming.
(c) Sighting-in.
(d) Position and trigger squeeze.

(5) The Shotgun.
(a) Parts.
(b) Position and pointing.
(c) Lead and swing.

(6) The hunter's responsibilities.
(a) Safety.
(b) Proper game identification.
(c) Principles of game management.
(d) Courtesy and sportsmanship; hunter-landowner relations

(C) Hunters, upon successful completion of the course of instruction, are issued certificates and patches of competency from the Texas Parks and Wildlife Department and the National Rifle Association. Permanent records of graduates and instructors will be maintained.

II. Beginning Archery

(A) Goals

(1) To encourage a relaxing sport that may be enjoyed for a lifetime.
(2) To encourage safe basic handling and reduce accidents.
(3) To teach range and field archery safety.
(4) To gain and promote participation of all age groups for men and women.

(B) Basic Outline.

(1) The Bow.
(a) How to select a bow.
(b) Materials.
(c) Bow weight.

(2) The Arrow.
(a) Types of arrows and parts.
(b) How to select arrows.
(c) Arrow spine.

(3) How to shoot.
(a) Stance.
(b) Draw.
(c) Anchoring.
(d) Aiming.
(e) Release.

(4) Archery for fun.
(a) Shooting will be done on an archery range at school.
(b) Study of archery hunting, bow seasons, etc.
(c) Bowfishing.

THIRD SIX WEEKS

I. Hunting in Texas
The *Texas Hunting Guide*, printed and distributed by the Texas Parks and Wildlife Department and *The Hunters Guide to Texas* will be the resources for this unit.

(A) Hunting licenses.

(1) Texas resident.
(2) Out of state.
(3) Waterfowl (Duck Stamp).

(B) Regulatory districts.

(1) Defining one's own district.
(2) Hunting in other districts.

(C) Where, what and how to hunt in Texas.

(1) Big Game (Deer hunting defined in St. D).
(2) Small game.
(3) Game birds.
(4) Migratory water birds.

(D) Deer hunting (where and how).

(1) Equipment needed.
(2) Lease hunting.
(a) Day lease.
(b) Year lease
(c) Guarantee lease (no kill, no pay).
(3) Stand and stalk hunting.
(4) After the kill—what should be done.
(5) Table fare.

(E) Varmint hunting.

(1) Define varmints.
(2) Equipment needed.
(3) Where and when to hunt.

Sources for Material and Instruction

I. Books and pamphlets.

(A) *Texas Almanac.*
(B) *Hunter's Guide to Texas.*
(C) N.R.A. *Hunter Safety Handbook.*
(D) *Archer's Guide.*
(E) *Texas, Land of Contrast* (Texas Highway Dept.)

II. Maps.

III. Magazines.

(A) *Texas Parks and Wildlife.*
(B) *Sports Afield.*
(C) *Outdoor Life.*
(D) *Field and Stream.*

IV. Newspapers (local dailies).

V. Films (various sources).

OUTDOOR EDUCATION IN TEXAS II

FIRST SIX WEEKS

I. Standard First Aid Course (three week unit).
(A) The how and why of first aid.
(1) The value of first aid training.
(2) General directions for first aid.

(B) Wounds.
(1) Definition of wounds.
(2) Prevention of wounds.
(3) Infection.
(4) Types of wounds (severe and non-severe).

(C) Shock.
(1) Causes and dangers of shock.
(2) Signs and symptoms.
(3) First aid.

(D) Artificial respiration.
(1) The process of breathing.
(2) Conditions where artificial respiration may be helpful.
(3) Electrocution.
(4) Poisoning by gas.
(5) Drowning.

(E) Injuries to bones, joints and muscles.
(1) Fractures.
(2) Head injuries.
(3) Sprains.
(4) Dislocations.
(5) Strains.

(F) Burns and ill effects of heat and cold.
(1) Burns (degrees, etc.).
(a) Thermal burns.
(b) Sunburn.
(c) Chemical burns.
(2) Effects of excessive heat.
(a) Heat exhaustion.
(b) Heat stroke.
(c) Heat cramps.
(3) Effects of excessive cold.
(a) Frostbite.
(b) Prolonged exposure

(G) Common emergencies.
(1) Heart attack.
(2) Apoplexy (stroke).
(3) Simple fainting.
(4) Epileptic convulsions.
(5) Unconsciousness (cause unknown).
(6) Foreign body in the eye.
(7) Foreign body in the throat or air passage or food passage.

(H) Transportation.
(1) Methods of transportation.
(2) The vehicle transfer.
(3) Planning for transportation.
(4) Preparation of the patient.

Upon completion of the standard First Aid Course (12 hours), the student will be certified in Standard First Aid and privileged to wear the Standard First Aid Patch.

II. Survival (three week unit).

(A) Basic rules for survival.
(1) Prevention of or care of physical injury.
(2) Protection from the elements.
(3) Acquisition of food and water.
(4) Preparation for rescue.

(B) Shelters and fires.
(1) Natural shelters.
(2) Tents and lean-tos.
(3) Firemaking.
(4) Fire starting.

(C) Food and water.
(1) Natural food.
(2) Available water.
(3) How to get water.

SECOND SIX WEEKS

I. Basic needs for water in Texas.
(A) Water pollution.
(1) Lakes.
(2) Rivers.

(B) Reuse of water.

(C) Wildlife and water.

II. Boating in Texas

THIRD SIX WEEKS

I. Fishing In Texas.

(A) The beginning fisherman.
(1) Equipment needed (bream and crappie fishing).
(2) Where to fish.
(3) Safety factors.
(4) Rough fish.

(B) Techniques of fishing.
(1) Spin casting
(2) Bait casting one week actually casting.
(3) Spinning.
(4) Different types of equipment for different species of fish.
(5) Trotline fishing.

(C) The gamefish of Texas.
(1) The black bass.
(a) Habits.
(b) Fishing for black bass in large lakes.
(c) Fishing for black bass in small stock ponds.
(d) Tournament fishing.
(2) The crappie (a, b, and c above apply).
(3) The sand bass (a, b, and c above apply).
(4) Bluegill, bream, etc. (a, b, and c above apply).
(5) The chain pickerel (a and b above apply).

II. Camping in Texas.

(A) State and national parks and forests.

(B) Equipment needed.

(C) Where to go.

(D) Selecting a campsite.

(E) Building a fire.
(1) Basic needs for a fire.
(2) Location.
(3) Putting the fire out.

(F) Camp cooking.

(G) Camping manners.

(H) Disposing of waste.

Sources for material and instructions.

1. Standard First Aid Course: *First Aid*, Fourth Edition, The American Red Cross, Doubleday and Co., Inc., Garden City, N.Y.

2. Survival: *Survival, the Hunter Safety Handbook*, pp. 33-39. The National Rifle Association, Outdoor Empire Pub. Inc., Seattle, Washington, 1972.

3. Basic needs for water in Texas: Leaflets, Texas Parks and Wildlife Department.

4. Boating in Texas: *Boating Safety and Seamanship*, The United States Coast Guard Auxiliary, 1971, Washington, D.C.

5. The Lakes of Texas: *Texas, Land of Contrast*, Texas Highway Dept., Travel and Information Division, Austin, Texas.

6. Floating the rivers and rapids of Texas: *Texas Rivers and Rapids*, Bob Nolan, 1972.

7. Fishing in Texas: Leaflets, Texas Parks and Wildlife Department: *Freshwater Fish of Texas*, Texas Parks and Wildlife, Bulletin 5A, August, 1971: *Techniques of Fishing, Casting and Angling*, American Association for Health, Physical Education and Recreation, Julian W. Smith, 1958: *Fishing Tackle and Techniques*, Dick Wolff, The Garcia Corp. 1971.

8. Camping in Texas: see reference for number 5.
(A) The United States Coast Guard course in boating safety.
(1) The safe way to boating enjoyment.
(2) The sailor's language.
(3) Boat handling.
(4) Legal requirements.
(5) Rules of the road.
(6) Weather.

(B) The lakes of Texas.
(1) Where to ski.
(2) Where to dive.
(3) Sightseeing.

(C) Floating the rivers and rapids of Texas (Basically canoeing).
(1) The rivers of Texas.
(2) Where to float.
(3) Safety.
(4) Equipment needed.
(5) Outfitters for canoe trips.

Garcia Fishing Equipment Price List

REELS

Ambassadeur 5000 A	$30.00
Ambassadeur 5000 C	38.50
Ambassadeur 5500 C	42.00
Abu-Matic 270	18.50
Mitchell 300	14.00
Mitchell 306	18.50
Mitchell 754 Single Action Fly Reel	8.60
Mitchell 758 Single Action Fly Reel	10.20

RODS

#2551—8′ Light Salt Water Spinning, 2 piece	$14.00
#2526—6½′, 2 piece Spincasting	12.00
#2529—5′8″, 1 piece Bait Casting	12.00
#2512—6½′, Medium Spinning, 2 piece	12.00
#8237—8′, Fly Rod, 2 piece	9.60

LINE

1000 Yard Spool, 10 Pound Test Royal Bonnyl	$ 8.35
1000 Yard Spool, 15 Pound Test Royal Bonnyl	9.85
1000 Yard Spool, 20 Pound Test Royal Bonnyl	11.40

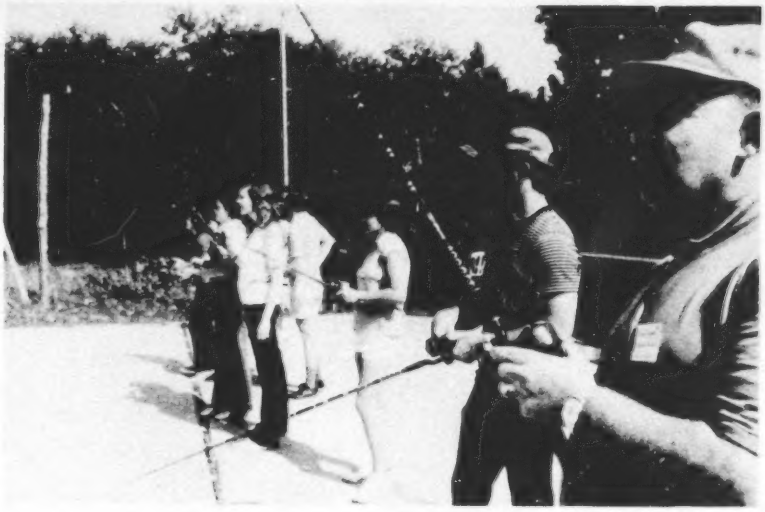
ELECTRONICS

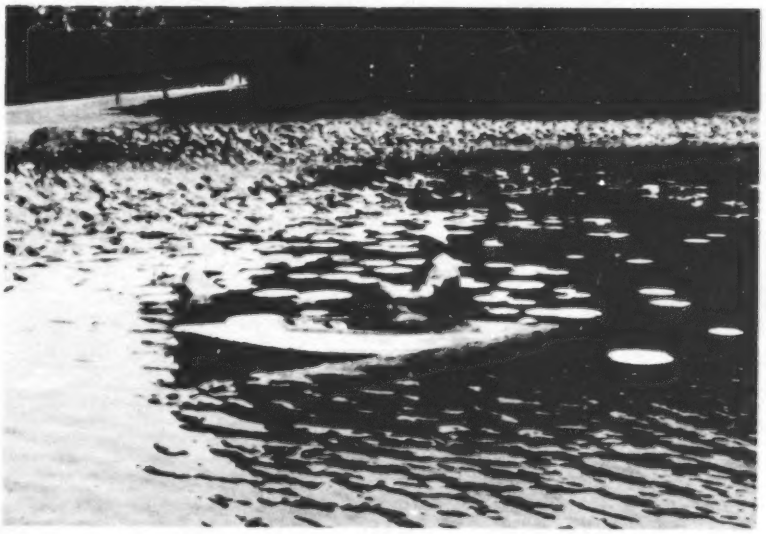
Model 9299 Portable Fish Finder	$ 60.00
Model 9350 Permanent Mount, High Speed Fish Finder	76.00
Model 8500 O.T.P. Oxygen-Temperature Probe	124.00

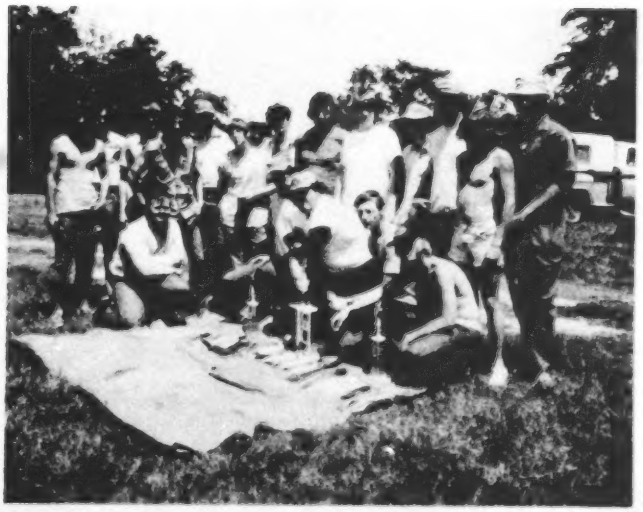
CAMPING

Garcia Camping Gaz L-200 Lantern (Butane)	$5.60
Garcia Camping Gaz S-200 Stove (Butane)	$8.06
Garcia Camping Gaz C-200 Butane Cartridges	$ .60

Prices will be phoned by 8/15
(6¾ ounce)







PART II—THE WOODS & WATERS CLUB SUPPORTS YOUR SCHOOL ACTIVITIES.

THE BEGINNING

In 1970-'71, the Sunset High School in Dallas, formed the first Woods & Waters Club. It was open to all boys interested in extra-curricular outdoor activities. Other schools expressed interest in starting clubs when they learned of the initial success at Sunset. In order to expand to other schools, staff time and supportive literature was needed. Ray Myers developed a brochure, but his teaching schedule didn't permit the expansion he envisioned. What was also needed, and became more and more precious, was adequate locations, equipment and guidelines in this outdoor based program.

EXPLORING

In 1973, Myers was introduced to a professional staff man with the Circle 10 Council, B.S.A. in Dallas. It didn't take long for them to learn they had a mutual interest . . . young people, and the "Woods & Waters". Both being educators and sportsmen, they combined their talents to develop in exciting program to meet the needs and desires of secondary students and the overall objectives of outdoor education.

Exploring's purpose, of course, is to develop good character, citizenship and personal fitness. In Exploring, many special interest areas are available to young people; to satisfy their natural curiosity . . . how they fit into the future.

EDUCATION

What better arena is there to couple possible career interests of students and the educator's need for outdoor education. In a Woods & Waters Explorer group, these objectives can be met . . . Fish & Wildlife Management, forestry, parks & recreation, animal husbandry, genetics, multiple land use management and how these fit into a students career path, at the same time exposing students to the importance of preserving our natural environment.

With outdoor recreation at an all-time high, ecology has taken a commanding lead in the interests of young and old alike. Progressive Education and its agencies might well consider such a course and find it favorable to accredit it into their curriculum.

COMMUNITY

An outstanding avenue for schools to become more deeply involved with its community is through the Wood & Waters Explorers. Many parents who have never attended a P.T.A. meeting would find great interest in an area where they were at ease and experienced. They can be valuable in the donation of their time, transportation, leadership and find enjoyment on otherwise taboo field trips and could find comfort in arranging supplies, equipment. Everyone . . . students, parents, advisor, school and community would benefit.

LEADERSHIP

The Advisor (adult; faculty member or volunteer) should be selected on his/her leadership ability with young adults and an equal familiarity with the "outdoors". It is a responsible position, one which must be assumed, rather than be "assigned to". To the advisor who understands and is interested in working closely with the youth outside the classroom, the experience will provide a good measure of a vocational pleasure and sense of well-being. A profile of the Advisor would exhibit characteristics of: sportsman, counselor, smooth disciplinarian, teacher, organizer.

PROGRAM

One of the program missions is to encourage development of "sports that last a lifetime" (i.e., fishing, camping, hunting, boating, archery, etc.), as opposed to team sports which, with the exception of the professional athletics terminate with high school or college.

Programs should be designed to give each member an understanding of, and confidence in themselves in the outdoor environment.

The students help select and develop the program as it may often follow the sport of the season. Example: September; fishing, followed by hunting (both firearms safety and target practice). Consultants, (experts) in each field should be utilized in each of the "program themes".

The amount of detail in their activities will depend greatly on the degree of interest the group generates. Some have become very professional in designing their own custom-made fishing rods, lures, flies, etc.

Initially, interest can be identified by having each member list the 10 most wanted activities. Combine these lists and come up with the Club's top program activities.

OFFICERS

Elections of President, Vice President, Secretary, and Treasurer should be held by the members in January. This will allow a full term in office, covering half of each "school year". It will also aid in the Fall re-chartering process, because the officers elected in one winter will be experienced and eager to "complete" their term beginning again in September.

MEETINGS

Most clubs meet twice a month (during the week) with at least one outside event scheduled (weekend) a month.

Meetings of course, should be exciting and well planned. They could include demonstrations, tours, designing equipment, meeting with sporting experts and consultants in wildlife related fields.

CONDUCT

School rules and regulations in effect for all off-campus activities should be used. The students may want to develop their own "code of ethics" in addition to school guidelines.

FINANCING

The Woods & Water Explorers are encouraged to plan a budget for each activity. The approved budget can be met by "chipping in" of each member or dues could be established and amortized over the year and paid monthly.

The Registration fee for Exploring is $2.50 annually. This includes Exploring Magazine to each member bi-monthly.

Some clubs can manage on about $1.00 per month. One year Sunset High School Woods & Water raised $4,400.00 in three months, to finance a fishing trip into Canada. By sales projects (candy, stationery, garage sales), work projects (yard work, car washes,) and fish or wild game dinner with film and guest speaker. It depends solely on what each club wants to accomplish.

Exploring offers professional guidance in organizing clubs, elected officers training, program planning, activities on both local and national levels, inexpensive accident insurance, and training for adults. Exploring opens the gates of many Scout camps throughout the country.

For example, on the National level:

Philmont Explorer Base is a national wilderness area composed of 200 square miles of rough tough hiking and camping country. It is located near Cimarron in northeastern New Mexico on the slopes of the Sangre de Cristo range in the Rocky Mountains.

Charles L. Sommers Wilderness Canoe Base is located near Ely, Minnesota. It is composed of hundreds of miles of uninhabited canoeing country.

Also available from Sommers is a new wilderness satellite base in Manitoba, Canada which provides a gateway to the most fabulous fishing and exploring country in North America.

Land Between The Lakes, Golden Pond, Kentucky. Explore the 3,500 miles of shoreline around the famous peninsula Land Between The Lakes. Travel by the famous self-contained pontoon boats, sailboats, motorboats, canoes or backpacking, according to your choice.

There is also the Florida-Bahama Treasure Hunt underwater exploring, Washington Cascade, in the Mt. Rainier area and also Montana Big Sky Gateway.

Your plans may be as flexible as the unit desires. These are "do-it-yourself" experiences with members responsible for cooking, packing, care of equipment, selecting the route and other details that go along with living in the outdoors. Most of the equipment is provided but you must provide your personal gear.

The local Council of the Boy Scouts of America provided many specialized activities including camping, canoeing, boating, shotgun, riflery and archery.

Safari Club International Chapter Locations

Arizona Chapter
President: C. J. McElroy
Safari Club International
877 S. Alvernon Way
Tucson, Arizona 85711
Telephone 602/795-7491

Chicago Chapter
President: Palmer A. (Kit) Carson
Safari Club International
2737 Chariot Lane
Olympia Fields, Illinois 60461
Telephone 312/841-3266

Dallas Chapter
President: Wilson H. Brown
Safari Club International
3421 Lombardy Lane
Dallas, Texas 75220
Telephone 214/351-5308

Denver Chapter
President: Douglas Miller
Safari Club International
5705 Dunbarton Dr.
Englewood, Colorado 80110
Telephone 313/770-2425

Florida Chapter
President: Jack Beal
Safari Club International
1563 Ponce De Leon Drive
Ft. Lauderdale, Florida 33316
Telephone 305/587-0530

Hawaii Chapter
President: George Isaacs
Safari Club International
4393 Royal Place
Honolulu, Hawaii 96815
Telephone 808/734-2128

Houston Chapter
President: Frank Green
Safari Club International
P.O. Box 25187
Houston, Texas 77005
Telephone 713/526-3164

Indiana Chapter
President: Lee E. Jurras
Safari Club International
P.O. Box 40
Shelbyville, Indiana 46176
Telephone 317/398-7262

Los Angeles Chapter
President: Andy Oldfield
Safari Club International
June Lake, California 93529
Telephone 714/648-7777

Michigan Chapter
President: Marion Van Slooten
Safari Club International
RR 1
West Olive, Michigan 49460
Telephone 616/396-2100

Minnesota Chapter
President: John C. (Jack) Leeds
Safari Club International
800 Boone Avenue North
Minneapolis, Minn. 55427
Telephone 612/546-3800

Mississippi Chapter
President: Samuel Morse
Safari Club International
P.O. Drawer HH
Gulfport, Mississippi
Telephone 601/896-3490

National Capitol Chapter
President: Col. Thomas Bass
Safari Club International
Suite 220
1801 "K" Street N.W.
Washington, D.C. 20006
Telephone 202/296-6720

North Carolina Chapter
President: Carroll L. Mann III M.D.
Safari Club International
3009 N. New Bern Ave.
Raleigh, North Carolina 27610
Telephone 919/832-4448

Pittsburgh Chapter
President: Dr. James E. Conklin
Safari Club International
3600 Forbes Ave., Suite 202
Pittsburgh, Pa. 15213
Telephone 412/683-8334

Washington State Chapter
President: Dr. Charles Day
Safari Club International
10502 Culpepper Ct. N.W.
Seattle, Wash. 98177
Telephone 206/782-3113

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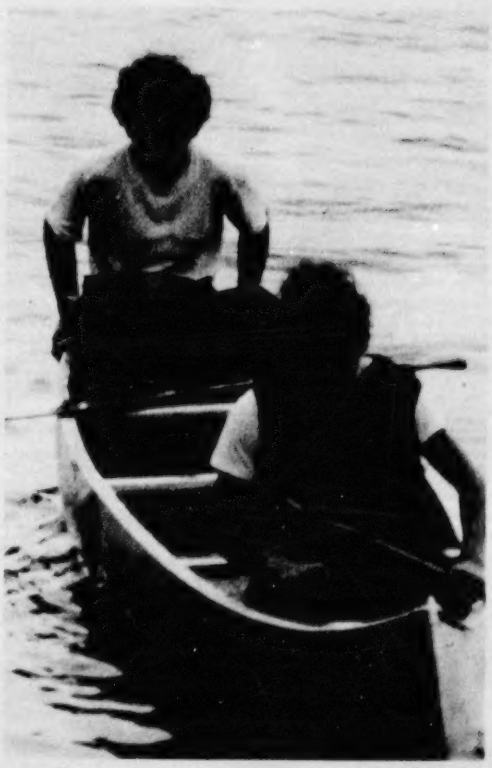

This publication was done by Explorers Post 660, sponsored by the Riverside Press, Inc., Dallas, Texas. Paper was furnished by Monarch Paper Company. Printing by the Riverside Press, Inc.